



## H B Rhame Elementary

1300 Arrowwood Rd.

Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	407 Students	
<b>Principal</b>	Mikell G. Owens	803-731-8900
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Vince Ford	803-231-7556

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Average</b>
2008	Below Average	Below Average
2007	Below Average	Good
2006	Below Average	Below Average
2005	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

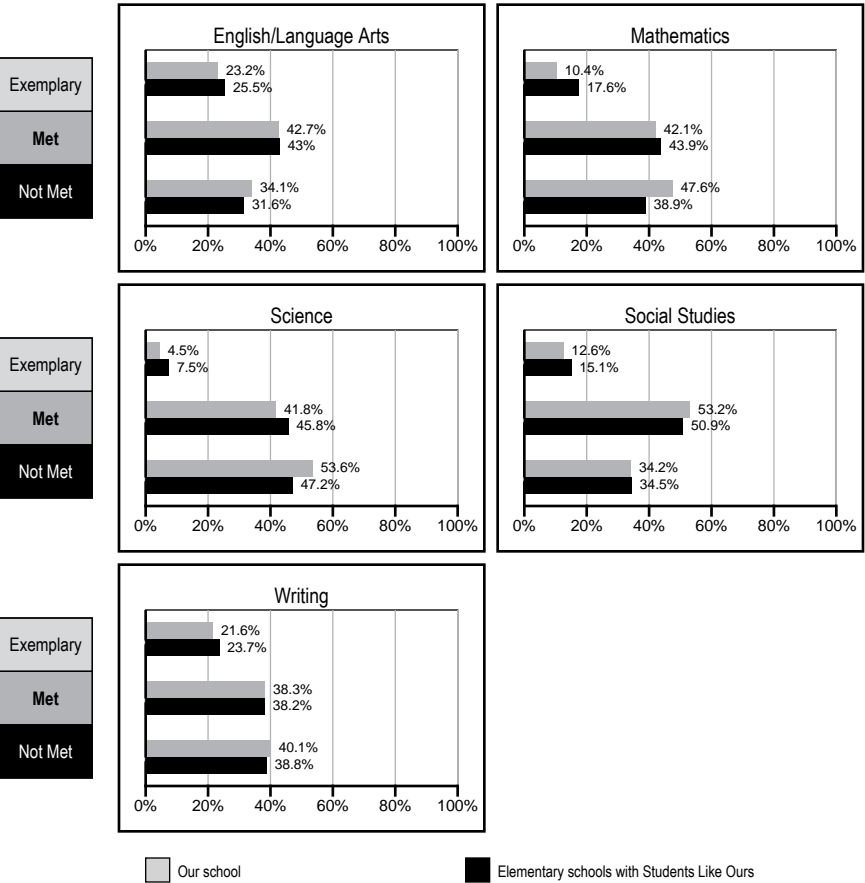
92.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	5	89	47	14

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=407)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.6%	Up from 3.1%	2.5%	1.9%
Attendance rate	95.7%	Down from 96.1%	96.1%	96.3%
Eligible for gifted and talented	5.9%	Down from 8.6%	5.4%	10.0%
With disabilities other than speech	3.4%	Up from 3.3%	8.5%	7.7%
Older than usual for grade	0.6%	Up from 0.3%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=29)</b>				
Teachers with advanced degrees	62.1%	Up from 57.1%	56.7%	59.4%
Continuing contract teachers	69.0%	Down from 71.4%	73.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.1%	Up from 83.1%	83.9%	85.9%
Teacher attendance rate	94.1%	Down from 96.5%	95.2%	95.1%
Average teacher salary*	\$51,256	Up 4.1%	\$45,575	\$47,149
Professional development days/teacher	9.4 days	Up from 7.1 days	11.0 days	11.1 days
<b>School</b>				
Principal's years at school	13.0	Up from 12.0	3.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 18.0 to 1	17.6 to 1	18.8 to 1
Prime instructional time	88.3%	Down from 91.6%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Down from 99.1%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,173	Up 4.6%	\$8,089	\$7,458
Percent of expenditures for instruction**	78.5%	Down from 79.6%	68.4%	68.8%
Percent of expenditures for teacher salaries**	73.9%	Down from 76.9%	62.3%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

H. B. Rhame, Jr. Elementary School made significant progress during the 2008-2009 school year in grades 3 and 5.

The teachers at H. B. Rhame received 12 hours of staff development in the usage of technology as an instructional tool. One hundred percent of our teachers have achieved a technology level of proficient or higher. The school received teleconference equipment so that students could interact with others around the world. We had three National Board Certified teachers. One teacher was named the National Elementary Social Studies Teacher of the Year.

Test results indicated a need to continue additional efforts to improve language arts and math skills with special emphasis in the present fifth grade. We have a 30-week Skill Development Program and a SuccessMaker Lab to reinforce skills taught in both language arts and math. These areas, along with science and social studies, also are emphasized in our After-School Academic Support Program. In addition, we have two half-time tutors who work with our students one-on-one to develop their math and reading skills. Maintaining a competent certified staff will continue to move larger percentages of students to scores of basic or above on PACT.

We continued Breakthrough to Literacy in kindergarten and first grade to develop the skills and knowledge our young learners need to become competent readers. Accelerated Reader was used in grades 1-5. Reading Buddies from Saint Andrews Baptist Church, Virginia Wingard Methodist Church, and Saint Andrews Middle School read to students weekly.

We continued a Behavior Intervention Program for students who need help in improving social skills. We have also strengthened our Character Education Program by developing a school-wide focus on a different character trait each month.

Community involvement is a great asset to our school. Our volunteers enjoy programs such as Books and Breakfast, Real Men Read, Grandparent's Day, and Sonic Night. In addition to our strong volunteer program, we have two Lunch Buddy programs, two Kids' Café Programs, and three after-school programs sponsored by two community churches. One of our volunteers was the recipient of the district's volunteer of the year award. The Journal of School Safety (Fall 2008 edition) included an article on the Spring 2008 Fourth-Grade Homeless Project.

The most challenging issue facing our school continues to be the high mobility rate of our students and their lack of social development skills. We are working with parents to increase the reinforcement of skills at home to sustain progress in student achievement. Parent participation in some school activities has increased this year.

Mikell G. Owens, Principal  
 Dr. Eugene Sutton, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	46	29
Percent satisfied with learning environment	93.9%	89.1%	75.9%
Percent satisfied with social and physical environment	93.9%	86.4%	64.3%
Percent satisfied with school-home relations	57.6%	93.2%	58.6%

\* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	176	100	34.1	42.7	23.2	81.7	78.6	82.8	Yes	Yes
<b>Gender</b>										
Male	100	100	40.7	41.8	17.6	74.7	74.4	79.3	N/A	N/A
Female	76	100	26	43.8	30.1	90.4	82.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	8	I/S	I/S	I/S	I/S	I/S	93.7	89.5	I/S	I/S
African American	162	100	36	41.3	22.7	80.7	74.6	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.1	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80.5	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	11	100	I/S	I/S	I/S	I/S	51.2	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	137	100	33.9	41.7	24.4	83.5	74.1	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	176	100	47.6	42.1	10.4	63.4	70.3	78.9	Yes	Yes
<b>Gender</b>										
Male	100	100	53.8	40.7	5.5	56	67.8	77	N/A	N/A
Female	76	100	39.7	43.8	16.4	72.6	72.7	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	8	I/S	I/S	I/S	I/S	I/S	89.9	87.2	I/S	I/S
African American	162	100	49.3	40.7	10	62	64.6	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.5	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79.4	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	11	100	I/S	I/S	I/S	I/S	36.5	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	137	100	49.6	41.7	8.7	62.2	64	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	120	100	53.6	41.8	4.5	46.4	58.1	67.5
<b>Gender</b>								
Male	72	100	56.3	40.6	3.1	43.8	57	67
Female	48	100	50	43.5	6.5	50	59.1	68
<b>Racial/Ethnic Group</b>								
White	8	I/S	I/S	I/S	I/S	I/S	85.9	79.5
African American	109	100	57.6	37.4	5.1	42.4	50.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	60.7	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	10	I/S	I/S	I/S	I/S	I/S	27.5	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
<b>Socio-Economic Status</b>								
Subsided meals	95	100	55.8	40.7	3.5	44.2	49.1	55.1

**Social Studies**

All Students	118	100	34.2	53.2	12.6	65.8	65.2	72.3
<b>Gender</b>								
Male	66	100	40	48.3	11.7	60	63.1	71.5
Female	52	100	27.5	58.8	13.7	72.5	67.2	73.2
<b>Racial/Ethnic Group</b>								
White	5	I/S	I/S	I/S	I/S	I/S	87.9	80.7
African American	107	100	36	54	10	64	59.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>								
Disabled	6	I/S	I/S	I/S	I/S	I/S	36.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	90	100	37.6	50.6	11.8	62.4	58	62.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	180	100	40.1	38.3	21.6	59.9	63.9	70.2	95.7	95.9
<b>Gender</b>										
Male	102	100	54.3	33.7	12	45.7	55.8	63.2	95.5	95.7
Female	78	100	22.7	44	33.3	77.3	71.9	77.5	95.9	96.2
<b>Racial/Ethnic Group</b>										
White	9	I/S	I/S	I/S	I/S	I/S	86.2	79.1	94.1	96
African American	165	100	42.1	37.5	20.4	57.9	58	57.6	95.8	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.9	86.2	94.9	96.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.8	62.6	97.1	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.6	68.7	83.3	94
<b>Disability Status</b>										
Disabled	11	100	I/S	I/S	I/S	I/S	22.3	26.1	96.7	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.2	61.2	89.5	96.2
<b>Socio-Economic Status</b>										
Subsidized meals	137	100	40.2	37.8	22	59.8	56.7	58.9	95.5	95.7

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	63	100	36.8	38.6	24.6	63.2
	4	62	100	42.1	33.3	24.6	57.9
	5	51	100	22	58	20	78
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	63	100	52.6	36.8	10.5	47.4
	4	62	100	43.9	43.9	12.3	56.1
	5	51	100	46	46	8	54
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	33	100	72.4	17.2	10.3	27.6
	4	62	100	43.9	52.6	3.5	56.1
	5	25	100	N/AV	N/AV	N/AV	45.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	30	100	53.6	39.3	7.1	46.4
	4	62	100	22.8	64.9	12.3	77.2
	5	26	100	38.5	42.3	19.2	61.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	64	100	37.9	27.6	34.5	62.1
	4	64	100	40.7	42.4	16.9	59.3
	5	52	100	42	46	12	58
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample